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ABSTRACT

Inequality problems face girls at school, and the attitudes and expectations of others affect educational choices and outcomes. After an overview in chapter 1, chapter 2 provides a discussion of Australian government reports and policies on the education of girls and traces the changes in the treatment of gender inequity. Chapter 3 focuses on the research in the area of gender inequity: (1) statistical data on participation rates and post-school outcomes; (2) survey research on subject choice and attitudes; (3) research on bias in curriculum materials; and (4) research on participation and treatment differences of girls in the classroom and on the playground. Chapter 4 draws together research that explores reasons for different school experiences for boys and girls, discusses changing values, and reviews studies of school culture. Chapter 5 compares Australian policy and action developments in the 1970s with developments in the early 1990s and discusses a number of theories that propose fundamental revisions of frameworks for curriculums reflecting concerns about females. The final chapter presents four issues: (1) the desirability of single-sex schooling as compared with coeducation; (2) the question of class and ethnicity; (3) the strategy and shaping of government policy; and (4) the value of different approaches to research. (CK)

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